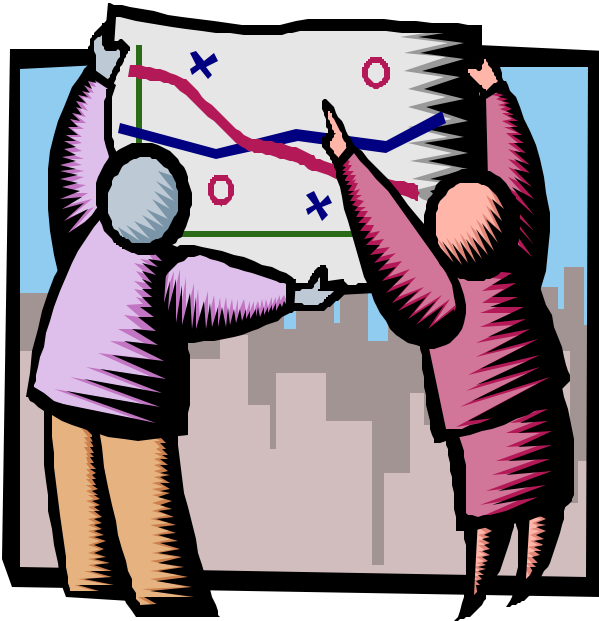


CASE: HARMONY SPRINGS SELF-ASSESSMENT

7-A



Job Performance
Situation 7:
Improving
Program Quality
Through Program
Monitoring and
Self-Assessment

HEAD START
MOVING AHEAD
COMPETENCY-BASED TRAINING PROGRAM



Developed under delivery order number 105-97-2043, the Head Start Bureau, Administration for Children and Families, U.S. Department of Health and Human Services. Revised in 2000 by the American Institutes for Research under contract number 105-94-2020

Clip art contained in this document is used under license from Microsoft and is copyright © 1998 Microsoft and/or its suppliers, One Microsoft Way, Redmond, Washington 98052-6399 U.S.A. All rights reserved. The Head Start Blocks are a registered trademark of Head Start. The “Listening Test: Riddles” in 3–F is used with permission of the McGraw Hill companies. The Conflict Resolution Style Sheet in 5–C is used with permission of the National Association for Community Mediation. All other material appearing in this document is in the public domain. Citation of the source is appreciated.

This material was produced in 1998, by Education Development Center, Inc., and Circle Solutions, Inc.

Job Performance Situation 7: CASE

This performance situation provides leaders with the opportunity to enhance their competency in *leading a Head Start self-assessment or program monitoring review* and in using the results in *planning*. As with the other Performance Situations, participants will begin to address these skills areas by examining a hypothetical situation. Although the situation presented in Performance Situation 7 depicts a program at a crossroad, the skills addressed can be generalized to *any* situation in which a leader is involved in self-assessment or program monitoring.

Consider the following:

Harmony Springs

Dolores, the grantee director of a small Head Start program in the Midwest, is on the phone with the program specialist. “We’re coming up to our three-year review next year, Russ, and I wanted to talk with you. We had a piece of real unpleasantness the last time, you’ll recall!”

“I certainly do. I can assure you that you won’t be interacting with that consultant when your review comes up next.”

“Well, that is a relief. Now, maybe you have some suggestions that might help us with our annual self-assessment. We’re getting ready to do that in March.”

“So how are your plans going for that?”

“To be honest, we are feeling pretty overwhelmed by the whole process. We have been trying to design our self-assessment to more closely match the revised federal monitoring system and it hasn’t been easy! Approaching this task from a systems-based perspective has been a real challenge for my staff, not to mention the parents and community partners!”

“What kinds of challenges have you faced in making the change?”

“Well, for one thing, it has been very difficult to shift the focus of the process from the small details to the “big picture”. We used the OSPRI for many years and most of my staff still view the checklist as their tool of choice. When we changed the process to include more open-ended interview questions, the staff had to make a huge leap of faith. They still doubt their ability to be proficient with the new process and they continually express a fear that they will “miss something”. I have to admit that I am also skeptical. Although I truly believe that the systems perspective is best, I’m just not sure that we are ready for this.”

SELF-ASSESSMENT

Job performance Situation 7 requires that the staff have certain skill competencies in *leading a Head Start self-assessment or program monitoring, collecting data using a multiple data sources, and planning*. The following Self-Assessment will help you determine your interest in completing the skill-building activities in Job Performance Situation 7.

The questions below are designed to help you assess your skill level with specific competencies that are addressed in the Performance Situation 7 training activities. As you answer them, think about the scenario described above or any similar situation in which you have needed or will need skills in program monitoring, conducting an annual self-assessment, or planning

SKILL: *LEADING A PROGRAM MONITORING REVIEW OR SELF-ASSESSMENT*

Have you experienced this or a similar situation in which you had to *lead a program monitoring review or self-assessment*?

_____yes _____no

If yes, were you satisfied with your response? _____yes _____no

If you have not handled this type of situation much, would you feel comfortable addressing it? _____yes _____no

Rate your current skills in addressing situations in which you need to

	New skill for me		Some skill		Highly skilled
1. <i>Prepare for a federal review or local self-assessment:</i>	1	2	3	4	5
2. <i>Build an effective assessment team:</i>	1	2	3	4	5
3. <i>Demonstrate support for program staff being assessed:</i>	1	2	3	4	5
4. <i>Support team members during different stages of team development:</i>	1	2	3	4	5

Questions 1 to 4 are linked to skill competencies addressed in 7-C, Leading a Head Start Self-Assessment or Program Monitoring: Getting Ready. Count the number of answers you rated a 1 or a 2 and record that number below. Do the same for answers you rated 3 or 4 and for those you rated 5.

If you rated most of your skills a 1 or 2, you will definitely find it helpful to complete this activity. If you answered mostly 3 and 4, you may find the activity

helpful. If most of your answers were a 5, you may find that the material in the activity addresses areas in which you already have a lot of skill.

Definitely (1-2) _____ Maybe (3-4) _____ Probably not (5) _____

SKILL: COLLECTING DATA USING MULTIPLE DATA SOURCES

Have you experienced this or a similar situation in which it was important to *collect data using multiple data sources*?

_____ yes _____ no

If yes, were you satisfied with how you did it? _____ yes
_____ no

If you have not handled this type of situation much, would you feel comfortable addressing it? _____ yes _____ no

Rate your current skills in addressing situations in which you need to

	New skill for me		Some skill		Highly skilled
5. <i>Leading a group interview:</i>	1	2	3	4	5
6. <i>Observing in child socialization settings (such as classrooms, child care facilities, or during home visits):</i>	1	2	3	4	5
7. <i>Observing and taking notes at meetings (such as a policy council meeting):</i>	1	2	3	4	5
8. <i>Using checklists (in conjunction with follow-up interviews or observations):</i>	1	2	3	4	5
9. <i>Reviewing documentation (to verify or refute information learned using other data gathering methods):</i>	1	2	3	4	5
10. <i>Analyzing multiple sources of data to make decisions:</i>	1	2	3	4	5

Questions 5 to 10 are linked to skill competencies addressed in 7–D, Leading a Head Start Self-Assessment or Program Monitoring: Collecting Data Using Multiple Data Sources.. Count the number of answers you rated a 1 or a 2 and record that number below. Do the same for answers you rated 3 or 4 and for those you rated 5.

If you rated most of your skills a 1 or a 2, you will definitely find it helpful to complete this activity. If you answered mostly 3 and 4, you may find the activity

helpful. If most of your answers were a 5, you may find that the material in the activity addresses areas in which you already have a lot of skill.

Definitely (1-2) _____ Maybe (3-4) _____ Probably not (5) _____

SKILL: *USING ASSESSMENT DATA*

Have you experienced this or a similar situation in which it was important to *use assessment data*? _____yes _____no

If yes, were you satisfied with your response? _____yes _____no

If you have not handled this type of situation much, would you feel comfortable addressing it? _____yes _____no

Rate your current skills in addressing situations in which you need to

	New skill for me		Some skill		Highly skilled
11. <i>Use program assessment data to determine planning options:</i>	1	2	3	4	5
12. <i>Select options that promote the organization's mission and vision:</i>	1	2	3	4	5
13. <i>Develop and revise goals and objectives:</i>	1	2	3	4	5
14. <i>Set priorities to meet short-term and long-term objectives:</i>	1	2	3	4	5
15. <i>Use planning charts to manage workflow:</i>	1	2	3	4	5

Questions 11 to 15 are linked to skill competencies addressed in 7–E, Planning: Using Assessment Data. Count the number of answers you rated a 1 or a 2 and record that number below. Do the same for answers you rated 3 or 4 and for those you rated 5.

If you rated most of your skills a 1 or 2, you will definitely find it helpful to complete this activity. If you answered mostly 3 and 4, you may find the activity helpful. If most of your answers were a 5, you may find that the material in the activity addresses areas in which you already have a lot of skill.

Definitely (1-2) _____ Maybe (3-4) _____ Probably not (5) _____

TALLY SECTION

Review the final questions in each of the previous sections. Indicate your skill-development decisions below. At the completion of the Self-Assessment, you will transfer this information to your Learning Plan.

	Definitely	Maybe	Probably not
7-C, Program Monitoring and Self-Assessment: Leading a Program Monitoring or Self-Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7-D, Program Monitoring and Self-Assessment: Collecting Data Using Multiple Data Sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7-E, Planning: Using Assessment Data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THE LEARNING PLAN

The Learning Plan on the next page will help you keep track of your progress on using the *Moving Ahead* materials to enhance your own professional growth. The plan is divided into four columns. Use the first column to check the skills you need to enhance or develop based upon your self-assessment. Use the second column to record your progress in completing activities you've selected. Please note: in addition to completing individual skill-building activities, you will also track your completion of the Case Activity (B) that puts the skill-building activities in context and the related Application Activity (X) that provides you with an opportunity to practice the skills.

After you've completed the Application Activity for this Performance Situation package, return to the Learning Plan and record how you will continue your skill development in your local workplace and the types of support you will need in order to be successful.

LEARNING PLAN FOR JOB PERFORMANCE SITUATION 7

Participant Name: _____

Date: _____

1. Skills I Need	✓	2. Building These Skills	3. Next Steps for Continuing My Development	4. Support I Need from Supervisors, Managers, Co-Workers and Team Members
Put a check mark beside the skills you need to work on developing or enhancing		Record your progress in completing the training activities	Examples: Read more about the topic. Repeat activity with colleagues. Practice in a work situation.	Examples: Provide opportunities to practice. Provide constructive feedback. Serve as my mentor or coach.
		7-B, Performance Situation Activity Date completed _____		
7-C, Leading a Head Start Self-Assessment or Program Monitoring Activity: Getting Ready		7-C, Getting Ready Date completed _____		
7-D, Leading a Head Start Self-Assessment or Program Monitoring Activity: Collecting Data Using Multiple Data Sources		7-D, Collecting Data Using Multiple Data Sources Date completed _____		
7-E, Planning: Using Assessment Data		7-E, Active Listening Skills Date completed _____		
		7-X, Application Activity Date completed _____		